MI Chapters 7, 9, 13 & 14 Reflection

Creating a multiple intelligence classroom was discussed in chapter 7 of the MI book. Certain aspects of the classroom can be designed to benefit all 8 MIs. One example was to create MI activity centers that can be used by students throughout the year. Each center has a variety of activities for each specific MI. For example creating a listening lab to listen to music or audio books is geared towards the musical intelligence. Some aspects of the activity centers I envision using in my classroom, especially having a small plant center or aquatic center with a fish tank that is aimed towards the naturalist intelligence.

Chapter 9 took the MI classroom idea to a whole new level by discussing the concept of an MI school. Many ‘traditional schools’, as the book referred to them as, remove certain MI strong subjects because they are thought of as extras. These include art (spatial intelligence), music (musical intelligence), and physical education (bodily-kinesthetic intelligence). The emphasis of this chapter was that all students should have the opportunity to use all 8 MIs at least once everyday. A MI school would include all of these subjects and have a project based learning philosophy. I found the description of the MI school, the Key Learning Community, to be fantastic! I image that not only is that type of school an excellent and engaging learning environment but also an exciting place to work as a teacher. Being a part of a progressive and innovative education system would require challenging teachers to full potential as well as the students.

The use of the MI theory with computer technology, cultural diversity and career counseling were the topics of chapter 13. Certain applications using computer technology can help integrate many of the MIs, especially multimedia projects. Exploring how different MIs are used and valued in different cultures was interesting to read about and brought new perspective to MI theory. Discussing career paths with students and the involved MIs of different careers would be an effective way to connect lessons and content to the real world. Discussing real world jobs has been something I think I would like to bring into my classroom. Students should have a comprehensive understanding of the opportunities beyond school and students should know what they are learning in school will only benefit them in the job market.

The idea of adding a 9th intelligence to the MI theory was the subject of discussion in chapter 14. Howard Gardner has been be considering including the existential as another MI. This intelligence has been defined by Gardner as “a concern with ultimate life issues.” Upon reading this chapter I am not entirely clear on the existential intelligence, to me it can be described as someone who is deep thinker. I cannot see the connection between this intelligence and the others or how someone with this intelligence as their strongest learns. Perhaps this is why Gardner has not officially added it to the MI list.